

**REL-Pacific Presents: Assisting Students Struggling with Reading:  
Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades  
Bridge Event Participants Agenda  
Guam, November 1, 2010**

<b>Participants Agenda</b>	
1:00 - 1:10 pm	Registration and welcome participants- Pam Legdesog
1:10 - 1:25 pm	Purpose of event, introduction of presenter and REL Pacific practitioners- Pam Legdesog <ul style="list-style-type: none"> <li>▪ Review of days agenda</li> <li>▪ Introduction to Practice Guide Author- Dr. David Tilly</li> <li>▪ Introduction of REL-Pacific Director- Dr. Ormond Hammond</li> </ul>
1:25 - 1:40 pm	IES Practice Guides-Growing the Market for Good Research in Education <ul style="list-style-type: none"> <li>• Research and evidence contained in practice guide – Dr. Ormond Hammond</li> </ul>
1:40 - 2:00 pm	Key note Presentation on Recommendations 1, 2, and 3- Dr. David Tilly 1) Screen all students for reading problems 2) Provide time for differentiated reading instruction for all students and 3) Provide intensive, systematic instruction on reading <ul style="list-style-type: none"> <li>• Review of the research and levels of evidence</li> <li>• Practical research based strategies for implementing recommendations</li> <li>• Potential Roadblocks and Solutions</li> </ul>
2:00 - 2:20 pm	Q&A on Recommendations 1, 2, and 3
2:20-2:40 pm	Key note Presentation on Recommendation 4 and 5- Dr. David Tilly 4) Monitor Tier 2 student progress at least once a month and 5) Provide intensive instruction on a daily basis of reading components for Tier 3 students. <ul style="list-style-type: none"> <li>• Review of the research and levels of evidence</li> <li>• Practical research based strategies for implementing recommendations</li> <li>• Potential Roadblocks and Solutions</li> </ul>
2:40-3:00 pm	Q&A on Recommendations 4 and 5
3:00-3:30 pm	Small Group Activity- Contextualizing Recommendations and Implications for Practice Small Group Discussion Prompts: -How do the recommended strategies converge/diverge from your experience of what works in school improvement? - What would implementing these recommendations look like in your schools? -Could each recommendation be applied in your context as is? Would they require modification? If so how? - What follow-up support would you require to implement the recommendations?
3:30-4:30 pm	Groups Present out Key Ideas from small group discussions followed by expert feedback/responses.
4:30-4:45pm	Summary and Possible Next Steps - Dr. Ormond Hammond, REL-Pacific Director In this part of session, Dr. Hammond will discuss possible next steps for the SEAs and what role REL-Pacific might be able to play in assisting SEA's to address the needs of early struggling readers.
4:45-5:00pm	Closing; participant complete Bridge Event rating form

**REL-Pacific Presents: Assisting Students Struggling with Reading:  
Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades  
Bridge Event Detailed Agenda  
Guam, November 1, 2010**

<b>Detailed Agenda</b>	
1:00 - 1:10 pm	<p>Registration and welcome participants- Pam Legdesog</p> <p><u>Objectives include:</u></p> <ol style="list-style-type: none"> <li>1) ensuring accurate collection of participant contact information through registration process</li> <li>2) dissemination of basic materials for each participant to fully engage in BE</li> </ol> <p><u>Structure:</u> registration table will be set up outside of the conference hall and manned by two REL_P staff</p> <p><u>Resources:</u> Disseminate folder with BE required info including:</p> <ul style="list-style-type: none"> <li>✓ Registration form</li> <li>✓ WWC materials (brochure and FAQ)</li> <li>✓ BE Participants Agenda</li> <li>✓ Bio of speakers</li> <li>✓ Hard copy of Practice Guide</li> <li>✓ Hard copy of key note presentation</li> <li>✓ IES Bridge Event rating form</li> </ul>
1:10 - 1:25 pm	<p>Purpose of event, introduction of presenter and REL Pacific practitioners- Pam Legdesog</p> <ul style="list-style-type: none"> <li>▪ Review of days agenda</li> <li>▪ Introduction to Practice Guide Author- Dr. David Tilly</li> <li>▪ Introduction of REL-Pacific Director- Dr. Ormond Hammond</li> </ul> <p><u>Objectives include:</u></p> <ol style="list-style-type: none"> <li>1) introduction of keynote that includes his extensive expertise on the topic and his recent work with the Pacific region on the topic</li> <li>2) introduction of REL-Pacific Director and background on the work of the REL-Pacific</li> </ol> <p><u>Structure:</u> introduction will presented to the large group via PowerPoint</p> <p><u>Resources:</u> bio of presenters will be disseminated as resource for participants</p>
1:25 - 1:40 pm	<p>IES Practice Guides-Growing the Market for Good Research in Education</p> <ul style="list-style-type: none"> <li>• Research and evidence contained in practice guide – Dr. Ormond Hammond</li> </ul> <p><u>Objectives include:</u></p> <ol style="list-style-type: none"> <li>1) review the purpose of WWC</li> <li>2) review the purpose of Practice Guides and process for selecting topics and panelists</li> <li>3) review the process used to determine evidence to support practice guides and how levels of evidence are used to rate recommendations.</li> </ol> <p><u>Structure:</u> introduction will presented to the large group via PowerPoint</p> <p><u>Resources:</u> WWC brochure and FAQ will be disseminated as a resource for participants</p>
1:40 - 2:00 pm	<p>Key note Presentation on Recommendation 1, 2, and 3- Dr. David Tilly</p> <ol style="list-style-type: none"> <li>1) Screen all students for reading problems</li> <li>2) Provide time for differentiated reading instruction for all students and</li> <li>3) Provide intensive, systematic instruction on reading</li> </ol> <ul style="list-style-type: none"> <li>• Review of the research and levels of evidence</li> <li>• Practical research based strategies for implementing recommendations</li> <li>• Potential Roadblocks and Solutions</li> </ul> <p><u>Objectives include:</u></p> <ol style="list-style-type: none"> <li>1) detailed explanation for recommendations 1, 2, and 3 from the Practice Guide</li> <li>2) review of the research supporting each recommendation and their levels of evidence,</li> </ol>

	<p>including limitations of the supporting research for each of the recommendations</p> <p>3) provide practical examples for participants about how each recommendation can be implemented</p> <p>4) provide detailed examples of roadblocks for implementing each recommendation and suggestions for how participants can overcome the roadblocks.</p> <p><u>Structure:</u> this portion of the keynote will be done to the large group via PowerPoint</p> <p><u>Resources:</u> hardcopy of the practice guide and copy of the PowerPoint presentation will be disseminated as a resource for participants to use</p>
2:00 - 2:20 pm	<p>Q&amp;A on Recommendations 1, 2, and 3</p> <p><u>Objectives include:</u></p> <p>1) provide structured opportunity for participants to dialog with expert and ask specific questions to clarify their understanding of the research supporting each recommendation</p> <p>2) provide structured opportunity for participants to dialog with expert and ask specific questions to clarify the implication of the recommendations for their practice</p> <p><u>Structure:</u> participants will work in mixed small groups of 5-8. The small groups will be given 10 minutes to discuss the key note presentation of the first 3 recommendations and then compile questions. Each small group will then select one question to pose to the expert for his response. The presenter will then respond to one question from each of the small groups. The remaining questions will be posted in the webinar chat area for the presenter to respond to at a later time. REL-Pacific staff will circulate among the small groups to provide guidance and ensure they are on task.</p> <p><u>Resources:</u> participants will be provided a marker and flip chart in order to record their group question. They can also refer to their copy of the practice guide and keynote PowerPoint presentation to support them in formulating questions. A microphone will be circulated so all participants can hear the questions from each small group clearly.</p>
2:20-2:40 pm	<p>Key note Presentation on Recommendation 4 and 5- Dr. David Tilly</p> <p>4) Monitor Tier 2 student progress at least once a month and 5) Provide intensive instruction on a daily basis of reading components for Tier 3 students.</p> <ul style="list-style-type: none"> <li>• Review of the research and levels of evidence</li> <li>• Practical research based strategies for implementing recommendations</li> <li>• Potential Roadblocks and Solutions</li> </ul> <p><u>Objectives include:</u></p> <p>1) detailed explanation for recommendations 4 and 5 from the Practice Guide</p> <p>2) review of the research supporting each recommendation and their levels of evidence, including limitations of the supporting research for each of the recommendations</p> <p>3) provide practical examples for participants about how each recommendation can be implemented</p> <p>4) provide detailed examples of roadblocks for implementing each recommendation and suggestions for how participants can overcome the roadblocks.</p> <p><u>Structure:</u> this portion of the keynote will be done to the large group via PowerPoint</p> <p><u>Resource:</u> hardcopy of the practice guide and copy of the PowerPoint presentation will be disseminated as a resource for participants to use</p>
2:40-3:00 pm	<p>Q&amp;A on Recommendations 4 and 5</p> <p><u>Objectives include:</u></p> <p>1) provide structured opportunity for participants to dialog with expert and ask specific questions to clarify their understanding of the research supporting each recommendation</p> <p>2) provide structured opportunity for participants to dialog with expert and ask specific questions to clarify the implication of the recommendations for their practice</p> <p><u>Structure:</u> participants will work in mixed small groups of 5-8. The small groups will be given 10 minutes to discuss the key note presentation of the last two recommendations and</p>

	<p><i>then compile questions. Each small group will then select one question to pose to the expert for his response. The presenter will then respond to one question from each of the small groups. The remaining questions will be posted in the webinar chat area for the presenter to respond to at a later time. REL-Pacific staff will circulate among the small groups to provide guidance and ensure they are on task.</i></p> <p><i><u>Resources:</u> participants will be provided a marker and flip chart in order to record their group questions. They can also refer to their copy of the practice guide and keynote PowerPoint presentation to support them in formulating questions. A microphone will be circulated so all participants can hear the questions from each small group clearly.</i></p>
3:00-3:30 pm	<p>Small Group Activity- Contextualizing Recommendations and Implications for Practice Small Group Discussion Prompts:</p> <ol style="list-style-type: none"> <li>1) How do the recommended strategies converge/diverge from your experience of what works in school improvement?</li> <li>2) What would implementing these recommendations look like in your schools?</li> <li>3) Could each recommendation be applied in your context as is? Would they require modification? If so how?</li> <li>4) What follow-up support would you require to implement the recommendations?</li> </ol> <p><i><u>Objectives include:</u></i></p> <ol style="list-style-type: none"> <li>1) provide opportunities for participants to dialog and share with each other their current practices in relation to the recommendations from the practice guide</li> <li>2) provide opportunities for participants to rethink their existing practice and share specific examples of how they would consider changing their practices based on the research and recommendations from the practice guide</li> <li>3) solicit specific follow-up support needs of participants regarding the implementation of the recommendations from the practice guide</li> </ol> <p><i><u>Structure:</u> participants will work in school based small groups of 5-8. The small groups will be given 30 minutes to discuss the questions. Each group will appoint a recorder to document their discussions. Each small group will then select one key point to share with the expert and the larger group. REL-Pacific staff will circulate among the small groups to provide guidance and ensure they are on task. All the group documents will be collected and reviewed by REL-Pacific staff. Follow-up requests in particular will be complied, vetted, and used to develop follow-up support plans to ensure participants requests for support are attended to.</i></p> <p><i><u>Resources:</u> participants will be provided a marker and flip chart in order to record their key points to share with the larger group and the presenter. They can also refer to their copy of the practice guide and keynote PowerPoint presentation to support them in their discussions.</i></p>
3:30-4:30 pm	<p>Groups Present out Key Ideas from small group discussions followed by expert feedback/responses.</p> <p><i><u>Objectives include:</u></i></p> <ol style="list-style-type: none"> <li>1) provide opportunities for small groups to share their current practices, needs, and next steps to larger group and get feedback from expert</li> </ol> <p><i><u>Structure:</u> Each small group will select one key point based on their discussion of the four questions to share with the expert and the larger group. The expert will then respond to each small groups key points and add additional insight.</i></p> <p><i><u>Resources:</u> participants share their small group responses documented on the flip chart. A microphone will be circulated so all participants can hear the key points from each small group clearly.</i></p>

4:30-4:45pm	<p>Summary and Possible Next Steps - Dr. Ormond Hammond, REL-Pacific Director</p> <p>In this part of session, Dr. Hammond will discuss possible next steps for the SEAs and what role REL-Pacific might be able to play in assisting SEA's to address the needs of early struggling readers.</p> <p><u>Objectives include:</u></p> <p>1) provide overview of the session and summary of the key topics discussed</p> <p>2) review of possible areas for follow-up support from REL-Pacific</p> <p><u>Structure:</u> introduction will presented to the large group via PowerPoint</p> <p><u>Resources:</u> documents generated during small group activities (questions, key points, and requests for follow-up support) will be referenced</p>
4:45-5:00pm	<p>Closing; participant complete Bridge Event rating form</p> <p><u>Objectives include:</u></p> <p>1) have each participant complete rating form</p> <p><u>Structure:</u> participants work individually</p> <p><u>Resources:</u> IES Bridge Event rating form</p>